



Board of Education Report

File #: Rep-172-20/21, **Version:** 1

**Approval of the Renewal Petition for Rise Kohyang Middle [PUBLIC HEARING]
December 8, 2020
Charter Schools Division**

Action Proposed:

Staff recommends approval of the renewal petition for Rise Kohyang Middle (“Charter School”), designated by the state as High performing, located in Board District 2 and Local District Central, for five (5) years, beginning July 1, 2021 until June 30, 2026 to serve 450 students in grades 6-8 in each year of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report. Related Board Report No. 175-20/21 separately addresses the school’s request for material revision of its charter to update the governance structure and enrollment practices and preferences.

Background:

Rise Kohyang Middle is a 6-8 school currently serving 424 students on a private facility in Los Angeles at 3020 Wilshire Blvd., 2nd Floor, Los Angeles, CA, 90010 in Board District 2 and Local District Central. Rise Kohyang Middle was approved by the LAUSD Board of Education on March 1, 2011. On November 10, 2015, the charter school was renewed for another five-year term to serve 450 students in grades 6-8.

On September 15, 2020, Rise Kohyang Middle submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through December 14, 2020.

An initial Public Hearing was held on October 27, 2020.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current Bright Star Schools governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District’s Board of Education website at <http://laschoolboard.org/charterpetitions>.

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with local, state, and federal ordinances, laws and regulations and with the terms and conditions set forth in its petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2021.

“No” - If the Board does not adopt the recommendation of approval of the renewal petition, and instead takes specific action to deny the renewal petition, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School’s current charter expires on June 30, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education (“LACBOE”) If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education (“SBE”) which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 172-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

There are no policy implications at this time.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD SELPA Option 3. The Charter School’s fair share contribution to special education will be 10% of the charter schools’ AB 602 (rate includes Base, COLA, and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The revenue rate will be adjusted to account for changes in the State’s funding formula beginning in fiscal year 2013-2014. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent

special education funds of the previous fiscal year.

In addition to the payments required under this Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for *all* of its students and public schools (*Policy*, p.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for charter school renewal and therefore recommends approval of the renewal petition.

Issues and Analysis:

If all pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

Budget and Petition available for perusal at the following link:

<https://www.dropbox.com/sh/tubkwrTit6y28va/AABnObx7NfVSg7PKsEu2PvTpa?dl=0>

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data and High vs Low Performance Data Sets

Attachment C - Desegregation Impact Statement

Informatives:

Not applicable

Submitted:

11/18/20

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

AUSTIN BEUTNER
Superintendent of Schools

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
Interim General Counsel

___ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

___ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 172-20/21
 December 8, 2020

School Name:	Rise Kohyang Middle			BOARD IS REQUIRED TO TAKE ACTION BY: December 14, 2020
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Bright Star Schools			
Location Code:	5177			
Type of Site(s):	Private			
Site Address(es):	3020 Wilshire Blvd., 2nd Floor, Los Angeles, CA, 90010			
Board District(s):	2	Local District(s):	Central	
Grade Levels Served:	6-8	Current Enrollment:	424	
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	450	
CONSIDERATION:	Renewal			
CDE PERFORMANCE LEVEL:	High Performing			
STAFF RECOMMENDATION:	Approval			
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Criterion 1:</p> <ul style="list-style-type: none"> ♦ The charter school has presented a sound educational program. ♦ The petition, as revised through the petition review and revisions process, contains reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language. ♦ Petitioners are demonstrably likely to successfully implement the educational program set forth in the renewal petition. ♦ The petition contains required affirmations, assurances, and declarations. <p>Criterion 2:</p> <ul style="list-style-type: none"> ♦ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below). 			

	<p>Criterion 3:</p> <ul style="list-style-type: none"> ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition. ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns. <p>In addition to the above, the petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7. Please see “Staff Review and Assessment” section below for further detail.</p>
<p>PROPOSED BENCHMARKS:</p>	<p>N/A</p>

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Rise Kohyang Middle (“Charter School”), located in Board District 2 and Local District Central, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 450 students in grades 6-8 in each year of the charter term. Related Board Report No. 175-20/21 separately addresses the school’s request for material revision of its charter to update the governance structure and enrollment practices and preferences.

II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under the renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

III. GENERAL SCHOOL INFORMATION

A. School History

	Rise Kohyang Middle
Initial Authorization:	On March 1, 2011, Rise Kohyang Middle was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.
Most Recent Renewal	The charter was renewed on November 10, 2015, to serve up to 450 students in grades 6-8.
Approved Material Revisions of Current Charter:	N/A

	Rise Kohyang Middle
Board Benchmarks in Current Charter Term:	N/A
Submission of Renewal Petition Application:	Rise Kohyang Middle submitted its renewal petition application on September 15, 2020. The 90-day statutory timeline for Board action on the petition runs through December 14, 2020.
Concurrent Request for Material Revision:	Rise Kohyang Middle submitted a request for a material revision for its current charter on April 3, 2020 to update the governance structure and enrollment practices and preferences. Please see related Board Report No. 175-20/21.

B. Educational Program

	Rise Kohyang Middle
Key Features of Educational Program:	<p>Rise Kohyang Middle offers a 6-8 educational program, based on a holistic model of academic growth rooted in social, emotional, and physical development, which includes the following features:</p> <ul style="list-style-type: none"> ◆ A core value of <i>Kohyang</i> (hometown), encouraging students to build meaningful connections with their peers, staff, and community. ◆ A Connections Program designed to meet the academic, social, and emotional needs of the school’s predominantly socioeconomically disadvantaged students and their families, including academic counseling, and parent engagement resources. ◆ A Restorative Justice program focused on building a school culture based on collaborative relationships, mindfulness, and culturally relevant student activities. ◆ Life Experience Lessons offering enrichment experiences to students, such as college visits and hands-on science activities in natural environments.
English Learner Master Plan:	<p>Rise Kohyang Middle implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> ◆ English Learners participate in the school’s mainstream English Language Arts program and teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies to provide Integrated English Language Development (ELD) instruction. ◆ Designated ELD is provided via an Academic English course designed to support EL’s success in their core academic courses.

	Rise Kohyang Middle
	<ul style="list-style-type: none"> ◆ The school employs an ELD Coordinator that works collaboratively with teachers and other support staff to provide professional development, ongoing supplemental support, and ELD instruction.
Special Education SELPA	Rise Kohyang Middle participates in LAUSD SELPA Option 3.

C. Student Enrollment and Population

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Rise Kohyang Middle	421	92.4%	0.0%	1.0%	23.3%	1.9%	16.2%	1.9%	0.0%	1.0%	66.5%	0.0%	0.0%	2.6%	93.3%	5.7%	0.7%	2.1%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

D. Charter School Operator

Rise Kohyang Middle is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools. The school is part of the network of nine charter schools affiliated with Bright Star Education Group, a separate nonprofit public benefit corporation that is the sole statutory member of the Bright Star Schools nonprofit public benefit corporation. Please see related Board Report No. 175-20/21.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the standards and criteria for renewal. Staff findings include the following:

A. Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

Yes, the charter school has presented a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the

salient needs of the target student population. Please see discussion of the charter school's record of academic performance in the section below.

B. Criterion 2: Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

Yes, the school has been classified by the state as High performing in 2019-2020. Please see discussion of the charter school's record of academic performance in the section below.

Charter Renewal Term

Pursuant to Education Code section 47607(c)(2)E), charter schools satisfying the High performing renewal criteria may be renewed for a term of five to seven years. *Based on the LAUSD Policy and Procedures for Charter Schools*, the determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school's operation and performance during the term of the charter including, but not limited to, the following:

- Operational and governance performance, including scores of Accomplished (4) and/or Proficient (3) on the Annual Performance-Based Oversight Visit Report in Governance and Organizational Management, Programs and Operations for the previous two years, and no significant unresolved issues, including but not limited to Notices to Cure;
- A demonstrated track record of successful academic performance, including scores of Accomplished (4) and/or Proficient (3) on the Annual Performance-Based Oversight Visit Report in the area of Student Achievement and Educational Performance for the previous two years;
- Additional academic considerations (i.e. numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Fiscal condition and management, including scores of Accomplished (4) and/or Proficient (3) on the Annual Performance-Based Oversight Visit Report in the area of Fiscal Operations for the previous two years.

The recommendation for a five-year term (versus a six or seven-year term) is due to the rating of *Developing* in the category of Fiscal Operations on the 2018-2019 Annual Performance-Based Oversight Report. Also, the recommendation is based on the school's Change Level in Math, which Declined in 2018 and Declined Significantly in 2019, and the school's rate of Chronic Absenteeism, which was higher than the state, both schoolwide and for a majority of the school's numerically significant subgroups, in both 2018 and 2019. See “Fiscal Operations,” “Math Academic Indicator,” and “Chronic Absenteeism Indicator” below for more information.

The charter school's record of performance during the term of the charter reflects the following specific factors:

1. Student Achievement and Educational Performance

a. Summary

Rise Kohyang Middle has been identified by the state as a High performing charter school. The charter school has demonstrated schoolwide performance levels above the state averages in the three applicable academic California School Dashboard Indicators. A majority of the school's five numerically significant subgroups outperformed the state in English Language Arts (ELA) and Math, and the percentage of the school's English Learner (EL) students that are making progress towards English proficiency is higher than the state.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

Rise Kohyang Middle							
Years	ELA	Math	EL Progress Indicator*	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate
2018	Yellow	Yellow	NPC	N/A	Orange	N/A	Yellow
2019	Yellow	Yellow	Green	N/A	Orange	N/A	Green

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018).

NPC: No performance color

The recommendation for renewal has considered the schoolwide performance and performance of numerically significant subgroups served by the charter school on the state and local indicators, providing greater weight to performance on measurements of academic performance. In addition to the state and local indicators, the recommendation considered whether there was clear and convincing evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, as applicable.

Please see attached *Rise Kohyang Middle* Data Set.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Rise Kohyang Middle - (ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	388	Yellow	1.1	-6.0	Higher	381	Yellow	0.6	-2.5	Higher
Asian	117	Green	49.0	62.4	Lower	97	Blue	46.3	64.8	Lower
English Learner	157	Orange	-42.0	-47.1	Higher	140	Orange	-47.4	-45.1	Lower
Latino	219	Orange	-22.5	-31.3	Higher	235	Yellow	-18.4	-26.6	Higher
Socioeconomically Disadvantaged	352	Yellow	-2.1	-34.7	Higher	343	Yellow	-3.3	-30.1	Higher
Students with Disabilities	43	Red	-83.7	-95.5	Higher	32	Orange	-80.9	-88.1	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in both 2018 and 2019, in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state's DFS. In 2018 and 2019, the school had five numerically significant subgroups (Asian, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for ELA. In 2018, a majority of the charter school's numerically significant subgroups' DFS scores were higher than the state's DFS for those subgroups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities), with the exception of the Asian subgroup, which was lower. In 2019, a majority of the charter school's numerically significant subgroups' DFS scores were higher than the state's DFS for those subgroups (Latino, Socioeconomically Disadvantaged, and Students with Disabilities), with the exception of the Asian and English Learner subgroups, which were lower.

Change Level Schoolwide and Numerically Significant Subgroups:

Rise Kohyang Middle - (ELA Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	School Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	School Change	Change Level	State Change	Change Level
All Students	388	Yellow	-22.2	Declined Significantly	2.2	Maintained	381	Yellow	-0.6	Maintained	3.7	Increased
Asian	117	Green	-11.8	Declined	2.0	Maintained	97	Blue	-2.7	Maintained	3.1	Increased
English Learner	157	Orange	-25.6	Declined Significantly	3.3	Increased	140	Orange	-0.7	Maintained	3.1	Increased
Latino	219	Orange	-17.1	Declined Significantly	3.2	Increased	235	Yellow	4.0	Increased	4.5	Increased
Socioeconomically Disadvantaged	352	Yellow	-19.4	Declined Significantly	4.0	Increased	343	Yellow	-1.2	Maintained	4.4	Increased
Students with Disabilities	43	Red	-18.8	Declined Significantly	2.1	Maintained	32	Orange	9.9	Increased	7.8	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the above table, in 2018, the charter school's Change Level Declined Significantly schoolwide and for a majority of the school's numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities), with the exception of the Asian subgroup, which Declined. In 2019, the school Maintained schoolwide and for a majority of the school's numerically significant subgroups (Asian, English Learner, and Socioeconomically Disadvantaged), with the exception of the Latino and Students with Disabilities subgroups, which Increased.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Rise Kohyang Middle - (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	387	Yellow	-5.7	-36.4	Higher	380	Yellow	-21.9	-33.5	Higher
Asian	117	Green	67.6	56.7	Higher	97	Green	43.1	59.8	Lower
English Learner	157	Orange	-48.2	-69.9	Higher	140	Orange	-66.1	-68.6	Higher
Latino	218	Orange	-41.2	-65.8	Higher	234	Orange	-46.0	-62.2	Higher
Socioeconomically Disadvantaged	351	Yellow	-11.3	-67.4	Higher	342	Orange	-27.0	-63.7	Higher
Students with Disabilities	43	Orange	-118.2	-125.3	Higher	32	Red	-124.4	-119.4	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in both 2018 and 2019, in Math, the charter school’s schoolwide DFS was higher than the state’s DFS. In 2018 and 2019, the school had five numerically significant subgroups (Asian, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for Math. In 2018, all of the school’s numerically significant subgroups’ DFS scores were higher than the state’s DFS for those subgroups. In 2019, a majority of the school’s numerically significant subgroups’ DFS scores were higher than the state’s DFS for those subgroups (English Learner, Latino, and Socioeconomically Disadvantaged), with the exception of the Asian and Students with Disabilities subgroups, which were lower.

School leaders shared that to address the performance of their Students with Disabilities subgroup, the school’s Inclusion Specialist Teachers began more focused collaborative work with Math teachers to co-plan and co-teach Math to meet the needs of Students with Disabilities.

Change Level Schoolwide and Numerically Significant Subgroups:

Rise Kohyang Middle - (Math Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	School Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	School Change	Change Level	State Change	Change Level
All Students	387	Yellow	-13.5	Declined	1.3	Maintained	380	Yellow	-16.2	Declined Significantly	2.9	Maintained
Asian	117	Green	-5.2	Declined	2.4	Maintained	97	Green	-24.5	Declined Significantly	3.9	Increased
English Learner	157	Orange	-12.2	Declined	1.5	Maintained	140	Orange	-12.1	Declined	2.2	Maintained
Latino	218	Orange	0.2	Maintained	1.7	Maintained	234	Orange	-4.8	Declined	3.4	Increased
Socioeconomically Disadvantaged	351	Yellow	-11.6	Declined	2.3	Maintained	342	Orange	-15.7	Declined Significantly	3.4	Increased
Students with Disabilities	43	Orange	4.8	Increased	0.8	Maintained	32	Red	-3.2	Declined	6.6	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in 2018, the charter school’s Change Level Declined schoolwide and for a majority of the school’s numerically significant subgroups (Asian, English Learner, and Socioeconomically Disadvantaged), with the exception of the Latino subgroup, which Maintained, and the Students with Disabilities subgroup, which Increased. In 2019, the school Declined Significantly schoolwide, whereas a majority of the school’s numerically significant subgroups Declined (English Learner, Latino, and Socioeconomically Disadvantaged), with the exception of the Asian and Students with Disabilities subgroups, which Declined Significantly.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

Rise Kohyang Middle - English Learner Progress Indicator - CA School Dashboard Indicator				
2019 School			2019 State	
Number of English Learner Students	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
46	60.9%	High	48.3	Medium

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, the 2019 California School Dashboard indicates 60.9% of Rise Kohyang Middle’s English Learner (EL) students are making progress towards English proficiency, higher than the state at 48.3%. The Performance Level for the school is High while the state Performance Level is Medium.

f. Standardized Assessments Participation Rates

In 2019, ELA, Math, and the English Learner Progress Indicator (ELPI), the school met the participation rates (of at least 95%) schoolwide and for all numerically significant subgroups.

g. College/Career Academic Indicator:

N/A

h. Verified Data

As noted above, a charter school classified by the state as Middle performing may present verified data. Pursuant to Education Code Section 47607.2(c)(1), “verified data” means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

Per the *LAUSD Policy and Procedures for Charter Schools*, until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term). Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

Staff determined that the school wide performance and the performance of all numerically significant subgroups on the California School Dashboard provided sufficient information to determine the renewal recommendation.

i. Postsecondary Outcomes [HS only]

N/A

j. “May Deny” Analysis for Middle Performing Charter Schools [if applicable]

N/A

k. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Schoolwide and Numerically Significant Subgroups

Rise Kohyang Middle - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison
All Students	421	Yellow	1.2%	3.5%	Lower	411	Green	0.7%	3.4%	Lower
Asian	132	Blue	0.0%	1.0%	Lower	105	Blue	0.0%	1.0%	Lower
English Learner	88	Blue	0.0%	3.0%	Lower	64	Yellow	1.6%	3.1%	Lower
Latino	232	Yellow	1.7%	3.6%	Lower	254	Green	0.8%	3.5%	Lower
Socioeconomically Disadvantaged	378	Yellow	1.3%	4.4%	Lower	367	Blue	0.5%	4.3%	Lower
Students with Disabilities	43	Orange	7.0%	6.8%	Higher	34	Green	5.9%	6.2%	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, for both 2018-2019, the school’s students suspended at least once schoolwide was lower than the state. In 2018, the school’s students suspended at least once was lower for a majority of the school’s numerically significant subgroups (Asian, English Learner, Latino, and Socioeconomically Disadvantaged), with the exception of the Students with Disabilities subgroup. In 2019, the school’s numerically significant subgroups were lower than the state’s percentage for those subgroups.

Change Level Schoolwide and Numerically Significant Subgroups

Rise Kohyang Middle - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	School Change	Change Level	State Change	Change Level	Number of Students	2019 Color	School Change	Change Level	State Change	Change Level
All Students	421	Yellow	0.5%	Increased	-0.1%	Maintained	411	Green	-0.5%	Declined	-0.1%	Maintained
Asian	132	Blue	0.0%	Maintained	0.0%	Maintained	105	Blue	0.0%	Maintained	-0.1%	Maintained
English Learner	88	Blue	0.0%	Maintained	-0.1%	Maintained	64	Yellow	1.6%	Increased	0.1%	Maintained
Latino	232	Yellow	1.7%	Increased	-0.1%	Maintained	254	Green	-0.9%	Declined	-0.1%	Maintained
Socioeconomically Disadvantaged	378	Yellow	0.7%	Increased	-0.2%	Maintained	367	Blue	-0.8%	Declined	-0.1%	Maintained
Students with Disabilities	43	Orange	7.0%	Increased	0.3%	Declined	34	Green	-1.1%	Declined	0.6%	Declined

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018, the charter school's Change Level Increased schoolwide and for a majority of the school's numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and Students with Disabilities), with the exception of the Asian and English Learner subgroups, which Maintained. In 2019, the charter school Declined schoolwide and for a majority of the school's numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and Students with Disabilities), with the exception of the Asian subgroup, which Maintained, and the English Learner subgroup, which Increased.

l. Graduation Rate Indicator [HS only]

N/A

m. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Subgroups:

Rise Kohyang Middle - Chronic Absenteeism - CA School Dashboard Indicator										
Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	State 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	State 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
All Students	414	Orange	10.9%	9.0%	Higher	405	Orange	11.1%	10.1%	Higher
Asian	129	Yellow	3.9%	3.2%	Higher	104	Blue	1.9%	3.7%	Lower
English Learner	88	Orange	15.9%	8.6%	Higher	62	Yellow	14.5%	9.9%	Higher
Latino	230	Orange	13.5%	9.7%	Higher	250	Orange	14.8%	11.0%	Higher
Socioeconomically Disadvantaged	374	Red	11.5%	11.4%	Higher	362	Orange	11.0%	12.9%	Lower
Students with Disabilities	43	Red	30.2%	15.1%	Higher	34	Orange	20.6%	16.3%	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018, the charter school’s rate of Chronic Absenteeism was higher than the state, both schoolwide and for all of the school’s numerically significant subgroups. In 2019, the charter school’s rate of Chronic Absenteeism was higher than the state, both schoolwide and for a majority of the school’s numerically significant subgroups (English Learner, Latino, and Students with Disabilities), with the exception of the Asian and Socioeconomically Disadvantaged subgroups, which were lower.

School leaders shared that to address Chronic Absenteeism, the school is strengthening its systems to track absences and identify students in need of additional intervention and support. The school is utilizing a tool for tracking absences to support their timely response and ability to implement preventative measures.

n. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	Rise Kohyang Middle	State	School to State RFEP Comparison
2018-19	17-18 EL #	87	1,271,150	Higher
	18-19 Reclass #	31	175,746	
	18-19 Reclass Rate	35.6	13.8	
2019-20	18-19 EL #	60	1,195,988	Higher
	19-20 Reclass #	24	164,653	
	19-20 Reclass Rate	40.0	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files
<https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

In 2019-2020, Rise Kohyang Middle’s reclassification rate was 40.0%, which was higher than the state’s reclassification rate of 13.8%. In 2018-2019, Rise Kohyang Middle’s reclassification rate of 35.6% was higher than the state’s rate of 13.8%.

Rise Kohyang Middle’s reclassification criteria are as follows:

- ◆ English Language Proficiency Assessments for California: Overall ELPAC Performance Level 4
- ◆ Teacher Evaluation: Grade of C or better in a grade-level English or LTEL course
- ◆ Basic Skills Assessment: Basic, Proficient or Advanced score on the Reading Inventory (RI), or Standard Met or Standard Exceeded on the ELA SBAC
- ◆ Parent Consultation: Parent Opinion and Consultation
- ◆ SSPT Student Support and Progress Team: When a student has met the ELPAC Summative and grade level skills criteria for reclassification except for the teacher evaluation requirement, the student’s English proficiency must be reviewed by the SSPT for reclassification readiness.

Long-term English Learners and “At-Risk” Rates:

English Learners	2018-19				2019-20			
	Rise Kohyang Middle		State		Rise Kohyang Middle		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	5	1.9%	220,738	9.5%	5	1.6%	130,783	5.7%
LTEL 6+ Years	40	15.2%	342,983	14.7%	23	7.4%	204,042	8.9%

Data Source: DataQuest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesltel.asp>

In 2019-2020, Rise Kohyang Middle had 7.4% Long-term English Learners (LTELs), which was lower than the state’s LTEL percentage of 8.9%. In 2018-2019, Rise Kohyang Middle’s LTEL percentage of 15.2% was higher than the state’s 14.7%. In 2019-2020, the charter school had 1.6% “At-Risk” (five students), which was lower than the state’s rate of 5.7%. Similarly, in 2018-2019, Rise Kohyang Middle had 1.9% “At-Risk” (five students), which was lower than the state at 9.5%.

2. Annual Oversight Results

a. Student Achievement and Educational Performance

Rise Kohyang Middle has achieved the rating of *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

Rise Kohyang Middle’s record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

The school has earned the rating of *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Governance	4 Accomplished	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

Rise Kohyang Middle’s record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.

Rise Kohyang Middle has achieved the ratings of *Proficient* and *Accomplished* in the category of Organization Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Organizational Management, Programs, and Operations	3 Proficient	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Rise Kohyang Middle	421	92.4%	0.0%	1.0%	23.3%	1.9%	16.2%	1.9%	0.0%	1.0%	66.5%	0.0%	0.0%	2.6%	93.3%	5.7%	0.7%	2.1%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

ii. Special Education

2019-20 Enrollment by Disability																		
School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	#AUT	#DB	#DEAF	#ED	#EMD	#HOH	#ID	#OHI*	#OI	#SLD*	#SLI*	#TBI	#VI
Rise Kohyang Middle	421	24	5.7%	79.2%	20.8%	4	0	0	0	0	1	0	3	0	13	3	0	0
Statewide	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Rise Kohyang Middle has a 5.7% Special Education enrollment, which is lower than both the state's percentage of 11.7%, and the District's percentage of 11.4%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

The school shared that they plan to hold parent information sessions for new families that highlight the resources available for Students with Disabilities such as Inclusion Specialist Teachers for each grade level. Additionally, the school shared that Bright Star Schools added a Cluster Enrollment Specialist to focus enrollment efforts on the unique demographics and needs of the community served by Rise Kohyang Middle. The school reports that, as of the 2020-2021 school year, Students with Disabilities now represent 9.3% of total enrollment (higher than both 2018-2019 and 2019-2020).

iii. Additional Information

As a state-identified High performing charter school, school leaders shared that the school is committed to be a model school for District and charter schools in the LAUSD community. The school identified several schools with which collaborative relationships have already been established, including District schools such as John Burroughs Middle School and charter schools such as Larchmont Charter. School leaders stated that they believe their systems of data analysis, intervention, and support, restorative practices, and structures to build a positive school culture are among the promising practices that could be shared with other traditional and charter public schools serving similar grade levels.

C. Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

- ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.

D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?

Yes, the petition contains the required declaration.

3. Fiscal Operations

Rise Kohyang Middle's record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Rise Kohyang Middle achieved the ratings of *Developing* and *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

The school’s rating of *Developing* in 2018-2019 was due to the school’s receipt of a Notice to Cure (NTC) due to its failure to submit its Fiscal Year 2017-2018 annual independent audit report by the statutory deadline of December 15, 2018. A second NTC was also issued during 2018-2019 due to an audit finding cited in the school’s Fiscal Year 2017-2018 independent audit report regarding the school’s departure from Generally Accepted Accounting Principles (GAAP) regarding its internal control processes. These issues have been resolved.

During the 2019-2020 oversight visit, the CSD noted that the school’s internal controls and processes were generally in place and implemented in practice.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Fiscal Operations	2 Developing	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Fiscal Condition

Rise Kohyang Middle’s fiscal condition is positive and has been upward trending since the 2015-2016 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net asset \$901,869 and net income of \$45,978. The 2019-2020 Unaudited Actuals Report projected positive net assets and net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$508,129	\$522,870	\$855,891	\$901,869	\$1,605,397
Net Income/Loss	\$127,471	\$14,741	\$333,021	\$45,978	\$703,528
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

The projected increase in net income reflected in the school’s 2019-2020 Unaudited Actuals was attributed to an increase in the school’s Average Daily Attendance (ADA) and expenditures that were budgeted but not actually incurred due to the COVID-19 pandemic (such as year-end field trips and other student activities).

According to Bright Star Schools’ independent audit report for the Fiscal Year ended June 30, 2019, Bright Star School’s fiscal condition is strong. Bright Star Schools and its charter schools reported positive net assets of \$12,207,557 and net income of \$2,399,188. Bright Star Schools, without its charter schools, reported positive net assets of \$910,550 and net income of \$910,550.

During 2019-2020, the school paid annual management fees, which amounted to 12% of the school's revenue to the Business Office Team (BOT). According to the Intracompany Management Service Guidelines between the BOT and the schools, schools will pay fees to the BOT for support services. This support includes information technology, professional development, technical assistance, educational curricula, instructional models, and classroom structures. Additionally, for new Bright Star schools, the services provided include student recruitment, master program planning, ordering textbooks and supplies, human resources, special education programs, procurements for outsourced vendors, legal counsel, liability, property, and professional insurance policies, and other back office and related services as needed. These fees are calculated based on the revenue of each Bright Star school, in accordance with the provisions of California Education Code Sections 47632(a) and 47632(b).

c. 2018-2019 Independent Audit Report

Audit Opinion: Unmodified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Going Concern: None Reported

d. Other Significant Fiscal Information

Per Bright Star Schools, the charter operator, secured a loan for its charter schools through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). Bright Star Schools stated that the charter operator submitted its PPP loan application on April 6, 2020 (seeking to borrow \$5,846,300). The CSD was advised that Bright Star Schools' governing board voted to pursue the PPP loan on April 6, 2020, and, on April 26, 2020, Bright Star Schools received PPP loan proceeds in the amount of \$5,846,300. Bright Star Schools stated that its PPP loan proceeds would support allowable expenditures (including payroll) and are currently recorded as a loan on the school's books. Staff will continue to request information from the school as to its uses of its PPP funds and any reports sent to the federal government as part of ongoing oversight.

ATTACHMENT B

Rise Kohyang Middle Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Sources: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/files/esp.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA Grades) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	
C	2	5177	Rise Kohyang Middle	All Students	388	Yellow	1.1	-22.2	Declined Significantly	-6.0	2.2	Maintained	Higher	
				American Indian or Alaska Native	3	No Color	--	--	No Data	-36.8	2.3	Maintained	--	
				Asian	117	Green	49.0	-11.8	Decreased	62.4	2.0	Maintained	Lower	
				Black or African American	17	No Color	-48.6	-31.4	Declined Significantly	-51.8	0.9	Maintained	--	
				English Learner	157	Orange	-42.0	-25.6	Declined Significantly	-47.1	3.3	Increased	Higher	
				Filipino	16	No Color	35.7	-27.0	Declined Significantly	44.0	2.7	Maintained	--	
				Foster Youth	3	No Color	--	--	No Data	-79.2	1.4	Maintained	--	
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	
				Latino	219	Orange	-22.5	-17.1	Declined Significantly	-31.3	3.2	Increased	Higher	
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	
				Socioeconomically Disadvantaged	352	Yellow	-2.1	-19.4	Declined Significantly	-34.7	4.0	Increased	Higher	
				Students with Disabilities	43	Red	-83.7	-18.8	Declined Significantly	-95.5	2.1	Maintained	Higher	
				Two or More Races	7	No Color	--	--	No Data	28.6	2.3	Maintained	--	
				White	9	No Color	--	--	No Data	27.7	0.8	Maintained	--	
				2019 Color	2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
				Yellow	0.6	-0.6	Maintained	-2.5	3.7	Increased	Higher	Higher		
				No Color	--	--	No Data	-34.1	2.1	Maintained	--			
				Blue	46.3	-2.7	Maintained	64.8	3.1	Increased	Lower			
				No Color	--	--	No Data	-47.6	3.7	Increased	--			
				Orange	140	Orange	-47.4	-0.7	Maintained	-45.1	3.1	Increased	Lower	
				No Color	15	No Color	46.4	10.7	Increased	46.7	3.6	Increased	--	
				--	0	--	--	--	--	-71.9	5.7	Increased	--	
				No Color	3	No Color	--	--	No Data	-46.7	3.8	Increased	--	
				Yellow	235	Yellow	-18.4	4.0	Increased	-26.6	4.5	Increased	Higher	
				--	0	--	--	--	--	-19.5	1.8	Maintained	--	
				Yellow	343	Yellow	-3.3	-1.2	Maintained	-30.1	4.4	Increased	Higher	
				Orange	32	Orange	-80.9	9.9	Increased	-88.1	7.8	Increased	Higher	
				No Color	6	No Color	--	--	No Data	30.3	2.0	Maintained	--	
				No Color	12	No Color	17.3	--	No Data	30.7	3.4	Increased	--	

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

English Language Arts Indicator Participation Rate By Group										
All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged
100%	100%	100%	100%	100%	100%	100%	--	100%	--	100%
Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes
100%	100%	100%	100%	100%	100%	--	100%	100%	--	100%
Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

Rise Kohyang Middle
Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "...," means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/rd/filnsent.asp> and California School Dashboard System at <https://www.cde.ca.gov/ta/tac/dm/>. Please note: There may be slight differences with some of the information in this report and what is displayed in Dataquest and CA Dashboard due to changes in the modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
C	2	5177	Rise Kohyang Middle	All Students	387	Yellow	-5.7	-13.5	Declined	-36.4	1.3	Maintained	380	Yellow	-21.9	-16.2	Declined Significantly	-33.5	2.9	Maintained	Higher
				American Indian or Alaska Native	3	No Color			No Data	-73.0	-0.7	Maintained	3	No Color			No Data	-69.6	2.8	Maintained	--
				Asian	117	Green	67.6	-5.2	Declined	56.7	2.4	Maintained	97	Green	43.1	-24.5	Declined Significantly	59.8	3.9	Increased	Higher
				Black or African American	17	No Color	-84.5	-49.7	Declined Significantly	-91.5	0.2	Maintained	9	No Color			No Data	-87.9	2.8	Maintained	--
				English Learner	157	Orange	-48.2	-12.2	Declined	-69.9	1.5	Maintained	140	Orange	-66.1	-12.1	Declined	-68.6	2.2	Maintained	Higher
				Filipino	16	No Color	50.6	-13.0	Declined	13.1	2.8	Maintained	15	No Color	62	11.4	Increased	18.0	5.6	Increased	--
				Foster Youth	3	No Color			No Data	-114.0	-0.5	Maintained	0					-107.2	5.1	Increased	--
				Homeless	0					-81.0	1.5	Maintained	3	No Color			No Data	-77.7	2.9	Maintained	--
				Latino	218	Orange	-41.2	0.2	Maintained	-65.8	1.7	Maintained	234	Orange	-46.0	-4.8	Declined	-62.2	3.4	Increased	Higher
				Native Hawaiian or Pacific Islander	0					-52.0	-0.7	Maintained	0					-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	351	Yellow	-11.3	-11.6	Declined	-67.4	2.3	Maintained	342	Orange	-27.0	-15.7	Declined Significantly	-63.7	3.4	Increased	Higher
				Students with Disabilities	43	Orange	-118.2	4.8	Increased	-125.3	0.8	Maintained	32	Red	-124.4	-3.2	Declined	-119.4	6.6	Increased	Lower
				Two or More Races	7	No Color			No Data	1.9	1.9	Maintained	6	No Color			No Data	2.5	0.9	Maintained	--
				White	9	No Color			No Data	-1.0	0.6	Maintained	12	No Color	-18.0	--	No Data	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

Mathematics Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	100%	100%	100%	100%	100%	100%	100%	--	100%	--	100%	98%	100%	100%
Participation Rate Met 2018	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2019	100%	100%	100%	100%	100%	100%	--	100%	100%	--	100%	100%	100%	100%
Participation Rate Met 2019	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
 ** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/tac/dm/>

**Rise Kohyang Middle
Chronic Absenteeism**

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "-" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
LD	ED	Loc Code	School	Subgroup	Number of students who meet criteria	School 2018 Chronic Absenteeism Percentage	Change	Change Level	State 2018 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison	Number of students who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level	State 2019 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison
C	2	5177	Rise Kohyang Middle	All Students	414	10.9%	3.0%	Increased	9.0%	0.3%	Maintained	Higher	405	Orange	11.1%	0.2%	Maintained	10.1%	1.1%	Increased	Higher
				American Indian or Alaska Native	3	0.0%	0.0%	No Data	17.8%	-0.3%	Maintained	--	3	No Color	0.0%	0.0%	No Data	18.9%	1.2%	Increased	--
				Asian	129	3.9%	0.6%	Increased	3.2%	0.3%	Maintained	Higher	104	Blue	1.9%	-2.0%	Declined	3.7%	0.5%	Increased	Lower
				Black or African American	20	35.0%	15.0%	Increased	17.9%	1.0%	Increased	--	10	No Color	0.0%	0.0%	No Data	20.6%	2.7%	Increased	--
				English Learner	88	15.9%	8.2%	Increased	8.6%	0.6%	Increased	Higher	62	Yellow	14.5%	-1.4%	Declined	9.9%	1.4%	Increased	Higher
				Filipino	16	12.5%	12.5%	Increased	4.3%	0.2%	Maintained	--	15	No Color	6.7%	-5.8%	Declined	5.2%	0.9%	Increased	--
				Foster Youth	4	0.0%	0.0%	No Data	18.5%	0.0%	Maintained	--	0	No Color	0.0%	0.0%	No Data	20.1%	1.6%	Increased	--
				Homeless	0	0.0%	0.0%	No Data	19.4%	1.2%	Increased	--	3	No Color	0.0%	0.0%	No Data	21.1%	1.7%	Increased	--
				Latino	230	13.5%	2.7%	Increased	9.7%	0.4%	Maintained	Higher	250	Orange	14.8%	1.3%	Increased	11.0%	1.4%	Increased	Higher
				Native Hawaiian or Pacific Islander	0	0.0%	0.0%	No Data	16.1%	2.0%	Increased	--	0	No Color	0.0%	0.0%	No Data	18.8%	2.8%	Increased	--
				Socioeconomically Disadvantaged	374	11.5%	3.6%	Increased Significantly	11.4%	0.6%	Maintained	Higher	362	Orange	11.0%	-0.4%	Maintained	12.9%	1.5%	Increased	Lower
				Students with Disabilities	43	30.2%	17.4%	Increased	15.1%	0.6%	Maintained	Higher	34	Orange	20.6%	-9.6%	Declined	16.3%	1.2%	Increased	Higher
				Two or More Races	8	0.0%	0.0%	No Data	9.3%	-0.2%	Maintained	--	11	No Color	9.1%	0.0%	No Data	9.8%	0.5%	Increased	--
				White	8	0.0%	0.0%	No Data	7.7%	0.0%	Maintained	--	12	No Color	16.7%	0.0%	No Data	8.1%	0.3%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Rise Kohyang Middle
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesntr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School vs. State Suspension Comparison
C	2	5177	Rise Kohyang Middle	All Students	421	Yellow	1.2%	0.5%	Increased	Yellow	3.5%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	3	No Color	--	--	No Data	Yellow	7.2%	0.3%	Declined	--
				Asian	132	Blue	0.0%	0.0%	Maintained	Blue	1.0%	0.0%	Maintained	Lower
				Black or African American	21	No Color	4.8%	-8.9%	Declined	Orange	9.4%	0.4%	Declined	--
				English Learner	88	Blue	0.0%	0.0%	Maintained	Yellow	3.0%	-0.1%	Maintained	Lower
				Filipino	16	No Color	0.0%	0.0%	Maintained	Green	1.3%	-0.1%	Maintained	--
				Foster Youth	4	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	--
				Homeless	0	--	--	--	--	Orange	5.6%	-0.1%	Maintained	--
				Latino	232	Yellow	1.7%	1.7%	Increased	Yellow	3.6%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	--
				Socioeconomically Disadvantaged	378	Yellow	1.3%	0.7%	Increased	Yellow	4.4%	-0.2%	Maintained	Lower
				Students with Disabilities	43	Orange	7.0%	7.0%	Increased	Yellow	6.8%	0.3%	Declined	Higher
				Two or More Races	9	No Color	--	--	No Data	Yellow	3.4%	0.0%	Maintained	--
				White	8	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

Rise Kohyang Middle
Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it would not necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/1a/ac/cm/>. Please note: There may be slight differences with some of the information in this report and what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2019-20 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
C	2	5177	Rise Kohyang Middle	421	92.4%	0.0%	1.0%	23.3%	1.9%	16.2%	1.9%	0.0%	1.0%	66.5%	0.0%	0.0%	2.6%	93.3%	5.7%	0.7%	2.1%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

2018-19 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
C	2	5177	Rise Kohyang Middle	394	100.0%	0.0%	0.8%	25.9%	2.3%	15.2%	3.8%	0.0%	0.8%	61.4%	0.0%	0.0%	1.0%	89.6%	8.1%	1.8%	3.0%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

Rise Kohyang Middle
RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFP Comparison
C	2	5177	Rise Kohyang Middle	2018-19	17-18 EL #	87	1,271,150	Higher
					18-19 Reclash #	31	175,746	
					18-19 Reclash Rate	35.6	13.8	
				2019-20	18-19 EL #	60	1,195,988	Higher
					19-20 Reclash #	24	164,653	
					19-20 Reclash Rate	40.0	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesreclash.asp>

**Rise Kohyang Middle
"At-Risk" and Long-Term English Learners (LTEL)**

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEF" column plus the data in the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEF). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
C	2	5177	Rise Kohyang Middle	EL 0-3 Years	15	5.7%	607,888	26.1%	11	3.5%	576,805	25.3%
				At-Risk 4-5 Years	5	1.9%	220,738	9.5%	5	1.6%	130,783	5.7%
				LTEL 6+ Years	40	15.2%	342,983	14.7%	23	7.4%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	29	9.4%	236,394	10.4%
				EL total	60	22.7%	1,195,988	51.4%	68	21.9%	1,148,024	50.3%
				RFEF	204	77.3%	1,131,988	48.6%	242	78.1%	1,133,977	49.7%
				Total (Ever)	264	100.0%	2,327,080	100.0%	310	100.0%	2,282,001	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

**Rise Kohyang Middle
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. **Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
C	2	5177	Rise Kohyang Middle	421	24	5.7%	79.2%	20.8%	4	0	0	0	0	1	0	3	0	13	3	0	0
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
C	2	5177	Rise Kohyang Middle	394	32	8.1%	65.6%	34.4%	9	0	0	1	0	1	0	7	0	13	1	0	0
Statewide				6,186,278	725,412	11.7%	73.4%	26.6%	101,348	11	2,610	24,767	0	8,197	36,245	99,480	8,007	298,868	130,441	1,395	2,953
Los Angeles Unified				607,723	79,187	13.0%	69.1%	30.9%	15,224	4	286	1,511	4	1,069	4,154	9,951	1,712	32,950	8,756	93	330

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

Rise Kohyang Middle
2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. **Source:** Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS) California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/hsesent.asp> and California School Dashboard System or Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Subgroup	2017-18			2018-19			School change from 2018-19		
					School		State		School			State	
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage		Students with Scores	Met or Exceeded Percentage
C	2	5177	Rise Kohyang Middle	All Students	400	49.25%	3,177,420	49.88%	392	50.26%	3,162,910	51.10%	1.01%
				American Indian or Alaska Native	*		16,100	37.42%	0		15,667	38.41%	
				Asian	122	73.77%	294,323	76.41%	99	72.72%	294,155	77.05%	-1.05%
				Black or African American	17		170,923	32.27%	10		167,470	33.19%	
				English Learner	59	5.08%	530,808	12.62%	47	17.03%	511,094	12.81%	11.95%
				Filipino	15		71,470	71.20%	14		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	0		113,303	32.86%	
				Latino	226	35.84%	1,740,220	39.16%	242	40.50%	1,742,382	40.81%	4.66%
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	357	47.62%	1,951,520	37.69%	336	49.40%	1,928,948	39.19%	1.78%
				Students with Disabilities	39	12.82%	354,484	14.98%	31	9.68%	365,765	16.35%	-3.14%
				Two or More Races	*		117,713	64.75%	7		124,922	65.74%	
				White	*		728,987	64.85%	12		713,484	65.64%	

Mathematics

LD	BD	Loc Code	School	Subgroup	2017-18			2018-19			Change from 2018-19		
					School		State		School			State	
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage		Students with Scores	Met or Exceeded Percentage
C	2	5177	Rise Kohyang Middle	All Students	399	49.37%	3,184,720	38.65%	396	42.42%	3,170,971	39.73%	-6.95%
				American Indian or Alaska Native	*		16,082	25.68%	*		15,629	26.58%	
				Asian	122	75.41%	297,422	73.54%	101	68.31%	296,878	74.37%	-7.10%
				Black or African American	17		170,417	19.74%	10		166,870	20.55%	
				English Learner	59	15.25%	541,399	12.57%	52	17.31%	523,959	12.58%	2.06%
				Filipino	15		71,722	58.45%	14		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	*		114,801	22.69%	
				Latino	225	36.44%	1,744,154	26.65%	244	33.19%	1,748,298	28.05%	-3.25%
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	356	47.19%	1,956,639	26.23%	340	41.17%	1,934,051	27.48%	-6.02%
				Students with Disabilities	39	15.38%	353,174	11.89%	31	12.91%	364,341	12.61%	-2.47%
				Two or More Races	*		117,518	54.41%	7		124,685	55.26%	
				White	*		729,186	53.57%	12		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caspp-elpac.cde.ca.gov/caspp/Research/ELList?ps=FuekshTestYear=2019&listType=BalCounty=00&listDistrict=000006&listSchool=00000000>

AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE Data Reporting Office at <http://www.cde.ca.gov/dp/data/renewal.asp> and California School Dashboard System of Support <http://www.cde.ca.gov/ta/ac/rm/>. Please note: There may be slight differences with some of the information on this report and what is displayed in Dashboard and CA Dashboard due to changes in the manifestations such as State Indicator, State Paced, other data updates by the testing vendor and updates in CALPADS.

KEY	
Color	CA Dashboard I indicator rating. For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
NPC	No Performance Color when student groups are not numerically significant.
--	0
Missing Data	CALPADS error; Test Irregularities; or No CDE data
N/A	Not Applicable (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "HIGH PERFORMING" (HP) or "LOW PERFORMING" (LP)

HP1a [LP1a] - Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES – NO**

Rise Kohyang Middle				
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator
2018	3	3	NPC	N/A
2019	3	3	4	N/A

1. If "YES" - proceed to **HP1b [LP1b]** below.

2. If "No" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

HP1b [LP1b] - Did the charter school receive the two highest [LP1b – two lowest] performance levels schoolwide on all state indicators included on the California Dashboard (all blue and/or green) [LP1b – all red and/or orange] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES – NO**

Rise Kohyang Middle							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	3	3	NPC	N/A	2	N/A	3
2019	3	3	4	N/A	2	N/A	4

1. If "YES" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

2. If "YES" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

However, MAY RENEW ONLY upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND
- 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
OR
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school;
 - b. Strong postsecondary outcomes equal to similar peers.
3. If "NO" - then proceed to HP2a [LP2a] below
 - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to **HP2a [LP2a]** below.

* **HP1b** -

* **LP1b** -

HP2a [LP2a] - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	5	Asian; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
ELA 2019	5	Asian; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
Math 2018	5	Asian; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
Math 2019	5	Asian; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

1. If "YES" – proceed to **HP2b [LP2b]** below.
2. If "NO" – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the "High Performing" or "Low Performing" renewal criteria. Proceed to the "Middle Performing" analysis.

HP2b [LP2b] - Did the charter school receive performance levels schoolwide (all students) that are the same or higher [LP2b – same or higher] than the state average for all four measurements of academic performance? **YES – NO**

Indicator	Rise Kohyang Middle		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	3	1.1	2	-6.0	Higher
ELA 2019	3	0.6	4	-2.5	Higher
Math 2018	3	-5.7	2	-36.4	Higher
Math 2019	3	-21.9	2	-33.5	Higher
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	4	60.9%	3	48.3%	Higher
College/Career 2018	N/A	N/A	3	42.2%	N/A
College/Career 2019	N/A	N/A	3	44.1%	N/A

1. If "YES" to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.

2. If "YES" to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.

3. If "No" - If all of the performance levels schoolwide are the "Same" or a combination of "Higher" and "Lower" proceed to the "Middle Performing" analysis.

HP2b -

LP2b -

HP2c [LP2c] - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

Subgroup	ELA											
	2018						2019					
	School			State			School			State		
	# of Stud.	Perf. Level	Status	Perf. Level	Status	Comparison to State Average	# of Stud.	Perf. Level	Status	Perf. Level	Status	Comparison to State Average
All Students	388	3	1.1	2	-6.0	Higher	381	3	0.6	4	-2.5	Higher
English Learner	157	2	-42.0	3	-47.1	Higher	140	2	-47.4	3	-45.1	Lower
Foster Youth	3	NPC	--	1	-79.2		--	--	--	2	-71.9	
Homeless	--	--	--	3	-51.0		3	NPC	--	3	-46.7	
Socioeconomically Disadvantaged	352	3	-2.1	3	-34.7	Higher	343	3	-3.3	3	-30.1	Higher
Students with Disabilities	43	1	-83.7	1	-95.5	Higher	32	2	-80.9	2	-88.1	Higher
African American	17	NPC	-48.6	2	-51.8		9	NPC	--	3	-47.6	
American Indian or Alaska Native	3	NPC	--	2	-36.8		3	NPC	--	2	-34.1	

Subgroup	ELA												Status Comparison to State Average
	2018						2019						
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status		
Asian	117	4	49.0	5	62.4	97	5	46.3	5	64.8	Lower		
Filipino	16	NPC	35.7	4	44.0	15	NPC	46.4	5	46.7			
Latino	219	2	-22.5	3	-31.3	235	3	-18.4	3	-26.6	Higher		
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3	--	--	--	2	-19.5			
White	9	NPC	--	4	27.7	12	NPC	17.3	4	30.7			
Two or More Races	7	NPC	--	4	28.6	6	NPC	--	4	30.3			

Subgroup	MATH												Status Comparison to State Average
	2018						2019						
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status		
All Students	387	3	-5.7	2	-36.4	380	3	-21.9	2	-33.5	Higher		
English Learner	157	2	-48.2	2	-69.9	140	2	-66.1	2	-68.6	Higher		
Foster Youth	3	NPC	--	1	-114.0	--	--	--	2	-107.2			
Homeless	--	--	--	2	-81.0	3	NPC	--	2	-77.7			
Socioeconomically Disadvantaged	351	3	-11.3	2	-67.4	342	2	-27.0	3	-63.7	Higher		
Students with Disabilities	43	2	-118.2	1	-125.3	32	1	-124.4	2	-119.4	Lower		
African American	17	NPC	-84.5	2	-91.5	9	NPC	--	2	-87.9			
American Indian or Alaska Native	3	NPC	--	2	-73.0	3	NPC	--	2	-69.6			
Asian	117	4	67.6	5	56.7	97	4	43.1	5	59.8	Lower		
Filipino	16	NPC	50.6	4	13.1	15	NPC	62	4	18.0			
Latino	218	2	-41.2	2	-65.8	234	2	-46.0	3	-62.2	Higher		
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0	--	--	--	2	-49.8			
White	9	NPC	--	3	-1.0	12	NPC	-18.0	4	1.4			
Two or More Races	--	--	--	4	1.9	6	NPC	--	4	2.5			

Subgroup	EL Progress Indicator * (ELPI)												Status Comparison to State Average
	2018						2019						
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status		
English Learner	57	N/A	N/A	NPC	N/A	46	4	60.9%	3	48.3%	Higher		

Subgroup	College / Career Indicator (CCI)											
	2018					2019						
	# of Stud.	School Perf. Level	School Status	State Perf. Level	State Status	Status Comparison to State Average	# of Stud.	School Perf. Level	School Status	State Perf. Level	State Status	Status Comparison to State Average
All Students	--	--	--	3	42.2%		--	--	--	3	44.1%	
English Learner	--	--	--	2	14.5%		--	--	--	3	16.8%	
Foster Youth	--	--	--	2	10.4%		--	--	--	3	13.3%	
Homeless	--	--	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	--	--	--	2	33.7%		--	--	--	4	35.8%	
Students with Disabilities	--	--	--	1	9.2%		--	--	--	2	10.8%	
African American	--	--	--	2	21.2%		--	--	--	3	23.7%	
American Indian or Alaska Native	--	--	--	2	25.2%		--	--	--	2	25.9%	
Asian	--	--	--	5	74.1%		--	--	--	5	74.0%	
Filipino	--	--	--	4	62.7%		--	--	--	4	64.5%	
Latino	--	--	--	2	33.8%		--	--	--	4	36.1%	
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%		--	--	--	2	33.5%	
White	--	--	--	3	52.2%		--	--	--	3	53.8%	
Two or More Races	--	--	--	3	48.6%		--	--	--	3	49.7%	

* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

ATTACHMENT C

DESEGREGATION IMPACT STATEMENT (DIS)
RISE KOHYANG MIDDLE
BOARD OF EDUCATION REPORT 172 – 20/21
DECEMBER 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Rise Kohyang Middle, beginning July 1, 2021 until June 30, 2026 to serve 450 students in grades 6-8 in each year of its charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Rise Kohyang Middle for five (5) years beginning July 1, 2021 until June 30, 2026.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

APPROVED BY:

S. TAYLOR WICHMANOWSKI
Specialist
Charter Schools Division

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services